

Naskah

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LIFE SKILL EDUCATION (LSE) IN NON-FORMAL EDUCATION SETTING

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ABSTRACT

Life Skill Education (LSE) equips individual to survive in the future. In addition, the importance of life skill cannot be neglected to assist young people to deal with challenges in life by having a skill that enable, equip and empower them with necessary behaviors. LSE is not only applicable in formal, but also informal education. In regards to that, this study tries to investigate the implementation of life skill in non-formal education setting. This qualitative study was conducted in two private libraries in Malang, TBM Wacan and TBM Merdesa with 10 members for each. Participatory observation and document analysis were equipped to gather the data. The result shows that three aspects in life skill, which are thinking skill, emotional skill and also social skill were explored. These aspects were then is formed in various activities such as poster creation, language games, disaster mitigation simulation, and role play.

Keywords: Life Skill Education, non-formal education

INTRODUCTION

Education plays significant role in individual's future. As mentioned by Nelson Mandela, education is such a great tool to transform the world. He believes that good education will also enlighten the world in its own way. In this regard, achieving a qualified education is essential, especially the one who cater life skill learning. According to World Health Organization (WHO), life skill is 'abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life'. This definition highlights the importance of preparing the young people to deal with challenges in life by having a skill that enable, equip and empower them with necessary behavior.

Life skill is argued to bring benefits to students. Firstly, it gives the learners confidence (Kumari, 2016). Kumari (2016) who investigated the teachers' responses of life skill education highlights that students' self-esteem and confidence is improved by the implementation of life skill. This occurred since the life skill implementation is able to shape the students to be more competitive in a positive sense which can only be done with confidence. Second, life skill also promotes a healthy behavior, as it

maintains mental wellbeing and prevent behavioral and health problems (Bardhan, 2016). Furthermore, life skill has been a great tool to prepare students to face the real world. It has been spotted by Kumari (2016) who states that life skill also enables individuals to handle real life situation and challenges effectively and innovatively

Life skill has been advocated to be implemented in school setting (Schurer, 2017). The concepts have been integrated in the curriculum in many countries, both in developed and developing countries. (Munsi & Guha, 2014). They identified the current global trend to integrate life skill education in the school curriculum. To proof, content of English textbook integrates life skill in Jordan (Al, Mona, Amal, & Wafaa, 2016).

However, life skill education is also needed to be implemented in non-formal education setting (Wahyuni, 2016). The same notion is also identified by Erawan (2010) who argues the importance of implementing life skill in both formal and informal setting. Non formal education is defined as an institution that operates in educational issue in a non-school setting (Eshach, 2007). He further contends that life skill can be implemented in vary cultural setting which means that the life

skill learning is adaptable and adoptable regardless the cultural background.

¹ This study will focus on the implementation of life skill education in non-formal education setting. It is rarely discussed¹. Therefore, this research will expose the implementation of life skill in non-formal education setting.

METHOD

This research is a¹ qualitative research which equips participatory observation and document analysis as the instrument to gather the data. Two private libraries in Malang, east java, Indonesia are set as the research subject. Each library involves 10 children. It means that there are 20 children are participated.

Subject description

There are two subjects of this research, namely Taman Bacaan Masyarakat Wacan and Taman Bacaan Masyarakat Merdesa. Taman Bacaan Masyarakat Wacan and Taman Bacaan Masyarakat Merdesa are private library which managed privately for children in their neighborhood. Both private libraries were established to give the children access for adequate readings with various topics. The founder of these institutions concerned about the limited readings resources that the children have, because they do not have books based on their interests, such as story books with various genres, magazine in different topics, or even comics. Description of each institution will be presented as follows.

As previously mentioned, Taman Bacaan Wacan which located at Jl. Tirto Taruno IX is managed privately by an individual. At the beginning of the establishment, she tried to initiate book donation program to make sure that children in the neighborhood have books to be read. She then decided to form the private library so that the books can be managed well and the children can visit the place to read or borrow the books. As time goes by, TBM Wacan grows not only as library that provides books and other type or readings, but also offer creative classes

for the children to participate. In the creative class, TBM Wacan offers various topics such as cooking class, language class, art classes and craft class. This program is held usually in the weekend, so that the children can use their holiday to learn something fun.

Similar with TBM Wacan, Taman Bacaan Merdesa is also formed to provide adequate reading for the children in the neighborhood. The founder of TBM Merdesa also concern about education, especially access to reliable resources beyond the school. Located at Jl Sumbersekar, Dau Malang, TBM Merdesa actually situated very close to the school, which in this case benefit the students so that they do not need to travel in a long distance to reach the private library. The private library also offers various program such as cooking, language, parenting program, and science class. Children who involve in the program were enthusiastic as they can spend their spare time for positive activities. Based on the preliminary observation, there are three problems identified in TBM Wacan and TBM Merdesa. The first issue in both institutions is regarding funding. From the beginning, TBM Wacan and TBM Merdesa needs to privately fund the library for the book collection, creative classes, and other programs To support their library, TBM Wacan and Merdesa also get donations from various people. Some donations were collected from colleagues who concern about education, and there are also donations collected from private library networks. Interestingly, they usually get donations in different forms such as used books, clothes, preloved toys, pre-loved shoes, etc. The donated books were then displayed in the book collection, while the other pre-loved items were used to support the program, for example garage sale in the parenting program. The money earned from the garage sale was then used to support other programs. Unlike TBM Wacan, TBM Merdesa get donation from all over the country as it actively participated in private library community. Based on the private discussion, it was then identified that TBM Merdesa also sell mineral water to support themselves,

especially in funding. From those points, TBM Wacan and TBM Merdesa still needs financial support to provide educational programs which do not charge the children who eagerly participate in the programs.

The second issue in both institutions is regarding the life skill acknowledgement. Children in both institutions who were varied in terms of the age, economic, social, cultural and educational background have never been introduced with life skill education. Given that life skill is crucial to be introduced to children (UNICEF, 2012), both institution as a non-formal education provider also advocated to familiarize life skill to children at all level.

The third issue identified in the institution is regarding the implementation of creative classes which have never particularly address life skill education. As a crucial skill to prepare competent, adaptable and creative individuals to cope with global challenges, life skill should be applied in the creative classes offered in both institutions. The last problem found in Taman Bacaan Masyarakat Wacan and Taman Bacaan Masyarakat Merdesa is regarding human resources. There are only 'single fighter' in each private library who establish, plan, manage, and control the private library. This is recognized as a problem because the person has limited resources to run the library well. Based on the personal interview with both administrators, they find difficulties to plan, organize and conduct a meaningful creative class where the children can learn something pleasurable in an engaging activities. To cope with this, Taman Bacaan Masyarakat Wacan and Taman Bacaan Masyarakat Merdesa open themselves to any volunteer who kindly contribute in the program in any forms. This community service program in this case, may help them to provide additional resources to run a fruitful creative class.

Research Setting

The research will be carried out in three stages: planning, implementation and evaluation. Detail information about each stage is presented as follow:

Planning stage

The planning stage will be conducted by having a thorough need analysis which is done through interview with the administrators of TBM Wacan and TBM Merdesa. The interview is chosen to conduct a SWOT (Strength, Weaknesses, Opportunity and Threat). In addition, observation may also be conducted the planning stage in order to provide an accurate and comprehensive situational analysis, so that the program can be implemented at best.

Implementation

The implementation of the present community service program is carried out in the form of learning workshop. In detail, the creative class will be a combination between craft and English skill, because the participants will be assisted to create a photo frame with English caption on it. By doing this, it is expected that they not only do the crafting project, but also have the chance to use English in a real life experience. The activity will be conducted in pair work which enables them to work cooperatively and collaboratively with their peers. By having a pair work, it is hoped that the students also practice their social skills. The class will then turn into a competition so that the participants compete each other for the best result.

After winner is announced, the workshop will introduce the concept of life skill which they have experienced in the previous agenda. This will highlights the importance of thinking skill, emotional and also social skills. Furthermore, this session will also elaborate how the competition in the program may contribute to life skill education.

Evaluation

Evaluation is conducted to identify the impact, strength and weakness of the program. It will be conducted by having a comprehensive discussion with the administrator of both institutions, TBM Wacan and TBM Merdesa. At this stage, an

attractive media will be designed to expose the students with life skill education in order to maintain their understanding towards life skill education.

FINDINGS

Based on the plan, the implementation of life skill education is executed in three phases which will be elaborated as follows:

First phase

On the first phase, the team visited both Taman Bacaan Masyarakat in different time. The visit is conducted in order to introduce the program not only to the administrators, but also the members. The first phase at TBM Wacan was conducted on 2 April 2018. In the first phase, team and the volunteer created activities which stimulate the children's creativity. In addition, the program also involved a foreigner to motivate students to use English as a mean of communication in International atmosphere. Indeed, communication is also essential life skill which needs to be accommodated in the program. The similar event also conducted in TBM Merdesa on 6 April 2018, which also involve a foreigner and volunteer in the implementation.

Second Phase

The second phase of the program was conducted on Sunday, 29 April 2018 at the University of Muhammadiyah Malang. UMM was selected as the venue of the event because on previous stage, it was identified that both TBM Merdesa and Wacan wanted to expose the member with the university environment, so that the children gain new experiences. Each TBM Wacan and TBM Merdesa involve ten children in the program. There are three stages in this phase which will be elaborated as follows.

First stage

The first stage was conducted at gazebo hall in front of the library at UMM. The activities in this stage include registration, introduction, physical exercise, and writing about life goals. As

the first activity, the children and the TBM administrators were given a specific ID card so the team can be easily identified and monitored. After the registration process, the students were gathered at the gazebo to introduce each other. After introduction, the children were then paired so that they make new friends to collaborate. In this regards, collaboration is another element of life skills which is addressed implicitly in the program. The next agenda in this phase is to have physical exercise to introduce the ideas that it is important to have physical exercise for life. In this context, the physical exercise was dancing with "baby shark" songs which have been familiar to children's ear. Afterwards, the volunteers started to talk about life goal which may shape the children's future. In this occasion, the volunteers showed the paper which stated a life goal clearly and explained the importance of having a vision for their future. In this occasion, the team mentioned that it is not enough to only mention what profession they want to have in the future. They need to specify what kind of person they want to be in the future. Next, they created a poster showing their goal. In this stage, the children may discuss their plan with their pair, as sometimes they do not really sure about their future goal. In this process, volunteers were available to help the children. The children may decorate their posters with their own drawing, put some interesting messages, or put attractive colors. After that, the children were then paired to share and explain their future goal so that their peers aware of other friends' goal. On the last part of this stage, the children were invited to take pictures together with their pair with their posters. The photograph was taken so that later on, they can bring home the pictures with their new friends.

Second Stage

The second stage was conducted with the emphasize on collaboration. The children moved from the gazebo in front of the library to the 3.5 floor at GKB I. The venue was selected because it provides adequate space for the children to move around. In this occasion, the children were

divided into two different groups. Within the group, they need to solve some puzzle in a competition. In addition, the groups was also challenged to guess words from the given clues. This activity trained the children's communication skills as well as team work skills. The winner of this competition were given stars in their ID to give them rewards so they can be proud of themselves. The last process of this stage is the reflection in which the children were asked to reflect the importance of team work which is essential life skill.

Third stage

The third stage focus on the disaster mitigation education as a part of life skill. This program expose earthquake as frequent disaster in Indonesia by showing videos on earthquake and what to do during and after the earthquake. After that, simulation of the disaster mitigation education is conducted to educate the children in this issue.

Next, the team also pointed out the issue of bullying that may take place in every aspect. In this regards, the team wanted to educate the children that bullying, regardless the form is not acceptable. Furthermore, if the children were bullied, they need to do something to stop this happening. Rewards are given to appreciate active participation of the children during the class discussion.

Third stage

The purpose of the third stage is to train the children's empathy to their surroundings. In order to achieve this goal, the team conducted a role play for the children in which they need to act out the given profession such as pilot, teacher, police, cleaner, chef, etc. Those professions were selected because of familiarity so that they can identify how it is like to be in that profession. In addition, the activity also challenged the children's confidence in performing the role play in front of others.

Closing

The closing is the opportunity for the team and TBM Wacan as well as TBM Merdesa to reflect on the program. Based

on the reflection, all students were happy to be given the opportunity to be not only to introduced with life skill education, but also explore the university. In addition, the students were also happy because they made new friends in the program and collaborated with them.

Third Phase

The third phase is conducted to evaluate the implementation of the Life Skill Education program in both institution, TBM Merdesa and TBM Wacan. The program is conducted in order to know their opinion about the strength and weaknesses of the program.

DISCUSSION & CONCLUSION

Life skill education is one of prosperous motion among curriculum experts because it will form the children's attitude, behavior, and habits which lead to the real being to face their life (Dist, Paul, & Babu, 2018). Moreover, life skill education provides children with life skill and talent to survive in their environment (Satori, n.d.). Hence, life skill education will train children to survive in their life.

Life skill education could assist children with high self-confidence (Kumari, 2016). It can be shown from the implantation of life skill education in non-formal education setting that the children could share their dream with others. They were proud of their choices because they could tell their dream could give benefit for their society in the future. Not only share their dream with others but they also could draw the profession that they wanted to be. Moreover, the implication can be seen from the children's participation in the implementation. They actively contributed along the process of life skill education program.

Developing self-confidence is a part of self-awareness which can help the children feel under pressure and stress (Anand & Anuradha, 2016). Life skill education can educate them to control their emotion and solve their emotion problem. This can shape the children's emotion

maturity. Emotion skill is the basic purposes of life skill education.

Another part of life skill education concern is thinking skill. Their cognitive will be sharpened in life skill education. They will be accustomed to solve problem (Ghombavani, 2016). It is recognized when the children should create a poster and accomplish a puzzle. They tended to enthusiastically finish the challenge. They looked very happy to complete the project.

Thinking skill is needed when the children have a problem. Good thinking skill will guide them to brilliant solving problems. In real life, they will face plenty of problems which suddenly arise, and they must solve the problem fast. Their success in society depends on how they solve the problems (Anand & Anuradha, 2016). Therefore, their activities must be emphasized on solving problem which can be obtained in life skill education. In the term of working atmosphere, the employee must solve the problem well.

The way of the employee work is also monitored in life skill education because life skill tends to focus on preparing employability skill which consists of three aspects. The first is basic skill. Here they should know their basic ability which is required in work life such as communication, accounting, and reading. The second is high thinking skill. They must have good critical thinking which is needed in solving problem. The last is effective skill. It is related to how the employee consider their work, how the employee is responsible to their work and how is the employee's attitude to their job (Satori, n.d.). Moreover, Ramdhani (2015) confirmed that skills required in working life are two parts, vocational skill and academic skill. It means that life skill education can prepare the children's future working life.

The last part of life skill education is social skill. It was given in the form of team work and roleplay. The children should finish all challenges together with their partners. They tried to deal with their ego and the others ego. They must be able to control ego to accomplish their work. Social skill can influence to their performance in their society (Syomwene, 2016). Social skill

trains children how to associate with others. The children are prepared to live in social. Social skill is not only about how to live with others but also about how children live with nature. Life skill education can give knowledge how to keep the environment.

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